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ABSTRACT

This document describes some of the uses a high school counselor may have for a personal computer. A variety of sample forms are included which illustrate these uses. Selected computer software is briefly reviewed. Recordkeeping on the computer is discussed and three basic files kept for each counselee are described: (1) an information file; (2) a record file; and (3) a note file. Data files created for individual students through their high school years are explained, including basic information files, anecdotal information files, records of academic progress, a 4-year plan for students, and a file of activity and honor award information. Student worksheets to provide information for files are described, and the uses of file information to compose letters to parents, inform students individually of current information, personalize letters of recommendation to accompany student college application forms, and commend students on honors received are explained. Word processing and record updating are discussed. Sample forms and letters are included throughout the manual. (NB)

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PUTTING THE BYTE ON COLLEGE COUNSELING

CG 019616

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Jane A. Simmons

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Jane A. Simmons, Ph.D.
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Maine Township High School East
Park Ridge, Illinois

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"Putting the Byte on College Counseling" is a booklet showing some of the uses a high school counselor, involved with high students in all four levels of a comprehensive high school, can utilize a personal computer.

When the students enter high school, four individual records on the students are set up by the counselor; one for basic information, one for anecdotal information, one for a record of academic progress and lastly one for the four year plan for the student. These data files are updated as necessary. As the student progresses through his high school years, another data file is constructed with activity and honor award information. Information from these files can be merged into letters.

At the beginning of the senior year, the counselor writes the parents of each senior. The letter sent varies slightly considering the rank of each student. Parents are invited to come in to discuss plans for the future which include, primarily, college selection, the application process after appropriate schools are determined, financial aid and what forms it may take and any other points the parents may wish to discuss. Since use of mail merging from the data bases enables each parent to receive a personal letter the response has been much greater than that received from a normal school mailing. Many parents who have never been in the school before come in for these conferences, even missing work to do this.

Throughout the high school years, it is possible to inform students individually of current information through the use of word processing programs. When students need letters of recommendation to accompany their college applications, it is easily possible to personalize each letter to the admissions person at each school to which the student applies. No school receives a xerox copy and each letter is individually printed using still another data base. Later in the year, the letter can be updated with new rank, activities and honors and used for scholarship recommendations.

Students supply information for these letters on worksheets which are also done by word processing. Since many scholarships are awarded on the basis of ethnic origin, religion, intended future career, students are asked to fill out a questionnaire if they are willing to respond these points of information. If the information is on file, each student is notified of any scholarship for which he or she may be eligible when the school is sent information about them. The individual reminder results in a much larger pool of applicants than would result from just the reading of the regular school daily informational bulletin.

Students who receive honors throughout the year can be commended individually for the award as these occur. Various letters of commendation are saved and when appropriate, sent to the student concerned. A personal enables one to do more work both better and more easily than it was done in the past.

INTRODUCTION

The purpose of this booklet is to acquaint you with sample forms showing what can be accomplished with a computer. In some ways perhaps the title of this presentation should have been "putting the byte on counseling" because a computer makes the record-keeping tasks of counseling far easier.

First, all of the forms and material and information are maintained on an IBM PC and an IBM compatible. This is not connected to the school's main frame. I do have in my office also a terminal to the main frame, and I can use this to print out a student's schedule, see class lists, make schedule changes, check student grades (current and past) and check student attendence.

Because of the versatility of the Software Publishing Company's PFS series, I use this almost exclusively. My choice in a software system was based upon (1) ease of use (2) wide versatility in the format data files could take and (3) integration. The PFS SERIES meets these requirements.

PFS FILE: This program allows the user to create, beginning with a blank screen, any type of "form" he wishes to employ, just as you would begin with a blank sheet of paper. Any category created can later be the basis of retrieving information or collating information. Any catgory can also be used in a form letter with WRITE.

PFS REPORT: This program allows the user to generate lists from FILE. Any category in the FILE can be the basis for retrieval, using also a "more than" and "less than" and "missing" category. The REPORT hardcopy can be organized with any category from the file listed first.

PFS WRITE: This is the word processing program part of the integrated series. The new update incorporates a dictionary to check spelling on the WRITE disk, now avoiding the necessity of a separate PROOF program disk. It coordinates with the FILE program and allows the user to create form (mail merge) letters pulling information from any file and any file category to create individual letters. Needless to say, this is also the "electronic typewriter" of the series. When you have a file of information, it will incorporate any item(s) from a file in a letter.

EXPLANATION

Every counselor is in large part a record keeper, and is expected to track a student's performance, and behavior. In this era of accountability, schools document everything and the counselor is the end recipient of these pieces of paper: we are expected to know the progress (or lack of) of each of our counselees, and then often relay this information in another form to someone else. To make all of us this easier, I have three basic files: an information file, a record file, and a note file.

INFORMATION FILE: This records the names, addresses, phones, parents' names and work phones of all my counselees. This information helps when I need to contact a parent, or know whether a student lives with one or both parents. If I want to write a form letter to some of my counselees, I already have the names and addresses on file.

Attached is a print-out of what appears on the computer screen when I use the INFORMATION FILE.

This file is also the basis for numerous REPORT formats that come in useful. Included is a homeroom roster with the students' home numbers, as parent contact often has to be made in the evening.

RECORD FILE: This lets me record incoming test scores, college tests, and credits earned under the categories of courses and those needed for graduation. For state-mandated courses, I can record whether a student has passed the course or is missing a PE credit. Using REPORT, at any given time, I can generate lists of students who need various courses required for graduation, or a list of students who haven't taken Drivers' Education, or whatever.

NOTES: I receive a copy of every failure notice, behavior report, and other extraneous notes sent on the students. I record every piece of paper under the student's name. At any time I can print this out and check the progress, confirm if a failure notice was mailed, and so on. When a parent calls for information, it takes only a minute to pull up the student's NOTE file so I can give the parent an accurate sequential report. I am required to communicate student information to the teachers of those in special programs. This form is readily printed and conveyed to Special Education coordinators and teachers of English as a Second Language.

These three compose the core of the information I record on each of my counselees. Granted, the first year of use, one must enter this for all four years, but after that, one is only entering the freshmen. (The NOTES are done during the year on a daily or weekly basis, depending on how much I have to enter.)

NAME: Senior, Jacquelyn GRADE: 12 STUDENT #: 160603

DOB: 10/5/68 SS#: 342-48-8331 SEX: f

HR CODE: 617H HR TCHR: Mr. McClelland ROOM: 332

PARENTS: Mr. and Mrs. Richard Senior MO 1ST NAME: Judith

ADDRESS: 8412 Oak Ave.

CITY: Niles STATE: Ill. ZIP: 60648

H PH: 299-1541 MO WK PH: 299-1900 FA WK PH: 427-5570

COMMENTS: Transferred to JS senior year--Parent request

NAME2: Jacquelyn Senior FNAME: Jackie

SALUTATION: Dear Mr. and Mrs. Senior RANK: 1

POSS PRON: her OBJ PRON: her

86INFO

NAME: SENIOR STUDENT

8TH GRADE TESTS--LOCAL % AND STANINE:

READING: 99/9	MATH COMP: 98/9
WRIT SKILLS: 89/8	MATH CONCEPTS: 97/9
SOC STUDIES: 99/9	SCAT VERBAL: 97/9
BIOL SCI: 93/8	SCAT QUAN: 98/9
PHYS SCI: 92/8	SCAT TOTAL: 99/9

PSAT--OCT. 85: VERBAL: 71 MATH: 64 SEL SCORE: 206

ACT: DATE: 5/85 ENG: 33 MATH: 32 SS: 34 NS: 32 COMP: 33
DATE:
DATE:
DATE:

SAT: DATE: 4/85 VERBAL: 780 MATH: 730 TOTAL: 1510
DATE:
DATE:

ACH: DATE: NAME-SCORE: NAME-SCORE:
NAME-SCORE: NAME-SCORE:

AP TESTS--DATE: 5/85 NAME-SCORE: AM HIST--5 NAME-SCORE:
NAME-SCORE: NAME-SCORE:

RANK AND GPA: CLASS SIZE:

4TH SEM: 6/746	GPA: 4.84
5TH SEM: 5/740	GPA: 4.85
6TH SEM: 3/728	GPA: 4.86
7TH SEM: 3/715	GPA: 4.87

CREDITS EARNED:

ENG: 3.5	PE: OK
MATH: 3	HEALTH: OK
SS: 2	CONS ED: OK
SCI: 3	DR ED: OK
FOR LANG: 3	
BUSINESS: .5	
FINE ARTS:	
HOME EC:	TOTAL ACADEMIC CREDITS EARNED: 15
IND. ED:	AFTER 6 SEMESTERS
WORK PRG:	
SPECIAL ED:	

SEQUENTIAL RECORD OF REPORTS--

NAME: JUNIOR STUDENT HR CODE: 702H

BR=behavior reports; BCH=behavior calls home; F=failure notes; NF= near failure notes; NF/F?= category not marked; RTP= report to parents; DN=doctor's note; RN=religious note; A=absence letters; GN=commendation note; DA--DS= detentions assigned--detentions served;

9/12--BR--LRC 3--VEILE--WON'T BE QUIET--DEAN'S CONFERENCE

10/26--NF--DRIVERS ED--ROTZOLL--NEEDS BEHIND THE WHEEL PRACTICE AND NEEDS TO IDENTIFY, DECIDE AND EXECUTE BETTER

12/7--NF--US HIST--BISSELL #3, 4

12/5--F--BASIC PROG--ISLEY--#1

12/6--5TH TARDY LETTER SENT HOME

1/28 AND 1/29--1ST CUTS IN WDS--KRASINSKI

NAME: JUNIOR STUDENT

2/13--10TH TARDY--DET SERVED--2/17

NAME:

NAME:

DR. DIETER'S JUNIOR HOMEROOM

NAME	HR CODE	H PH
Arch, Susan	H703	967-5708
Bass, Irena	703H	824-2686
Cecchin, Linda	703H	698-2152
Chamopoulos, Anna	703H	966-2475
Chang, Hyo	703H	470-0712
Chen, Robert	703H	298-4353
Choi, Christina	703H	966-8596
Chung, Jeanie	703H	967-1847
Ciszek, Charmaine	703H	825-0410
Clesle, Jason	703H	698-3962
Cohen, Rebecca	703H	966-5482
Cohen, Walter	703H	729-3764
Connell, David	703H	299-3672
Consiglio, Anna	703H	965-8696
Contractor, Mustafa	703H	296-4921
Cox, Jeffery	703H	729-4549
Curran, Hellen	703H	635-8663
Finnegan, Joseph	703H	965-0725
Gilbert, Thomas	703H	298-3529
Gonzales, Meynard	703H	965-4773
Jacobson, Steven	703H	967-7998
Keipert, Ralph	703H	729-7264
Kuo, Sylvia	703h	299-5292
Lerner, Todd	H703	724-9471
Mennes, Mark	H703	824-3906
Milewski, Thomas	703H	698-2259
Oberg, Tammy	703H	297-3292
Olson, Robert	703H	298-4178
Padnos, Mitchell	703H	726-1381
Skillom, Darryl	703H	699-9673
Stokes, Anne	H703	827-0195
Suh, Esther Yoon-Jung	703H	824-0378
Yang, Mavis	703H	729-9375

Count: 33

EXPLANATION

Successful four year planning helps the students not only meet the graduation requirements of high school, and meet college requirements, but also see that the four years of high school are sequential and related.

Attached is the PFS FILE form I maintain for each of my students. After they register for the freshman year, I enter the courses. During the freshmen year, I hold conferences with the students and we together (sitting at my computer in my office) begin to fill in the rest of the high school courses.

Needless to say, changes do have to be made, and I update these after the registration process each year. After each change I can give the student immediately a personal copy to take home and discuss with his parents. I have found many more parents have seen these and have called me than in the past.

Prior to our yearly registration (which we do in January for the next school year) I print out this form for each student. Before this I have filled in the required courses and other appropriate course choices. Although the students can add and change, my experience this year is that it is easier to convince the average and below average student to follow a strong program. For some reason, when the student "sees it on the computer" this has more import than me telling the student he needs more than one year of science, for example.

This file allows me to easily account for that portion of my job description which states that I will maintain four year plans for each of my students.

NAME: FRESHMAN STUDENT HR: 914H

GRADE 9--PE:
ENGLISH: 1 MATH: ALGEBRA 1 : WORLD CULTURES
: PHYSICAL SCIENCE : SPANISH 2 :

GRADE 10--PE AND HEALTH:
ENGLISH: ELEMENTS WRIT/ FC-PL LIT: PLANE GEOMETRY : BIOLOGY 1
: SPANISH 3 : PUB SPEAK/UND COMP :

GRADE 11--PE, CONS ED, DRIVER ED:
ENGLISH: READ T W/HI AMER LIT US HIST: : ALGEBRA 2
: SPANISH 4 : BASIC PROG/ADV PROG :

GRADE 12--PE:
ENGLISH: SAY IT W STYLE/ENG LIT GOVT: LAW AND AMER SOC : CHEMISTRY 1
: TRIG/COL ALG : :

3 YR MAJORS--ENG: 2 YEAR MINORS--SS:
3--ENGLISH: 2--SS: 2 MATH: 1 SCIENCE:
17 ACADEMIC CREDITS NEEDED TO GRADUATE

EXPLANATION

One important job of a counselor is to serve as the public relations liasion for the school. I believe helping parents understand the college application process, the college choices, and financial aid information is critical to this role, and to our role as counselors.

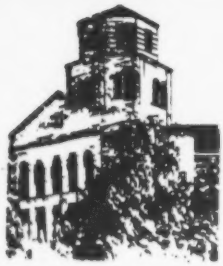
This year I wanted to meet with the parents and the students of each of my seniors applying to college. I wanted to emphasize to the parents in the letter than the student's rank and achievement in high school was one determining factor in choice.

I began by using REPORT on my existing "Record" file, and made lists of my students according to their rank. I grouped them in categories of 1 to 50, 51 to 100, 101 to 250 and 251 to 475. I had 67 of my 83 senior counselees fall in these categories. My INfO file contains all the information needed to individualize the letters.

I then wrote the form letter with the following items to be personalized: the parents' name and address, the salutation, the student's name, the student's sex, and a corresponding adjective for the rank category (1 to 50, for example, was "superior," and 251 TO 475 category was "good.") Parents of students who ranked 476 through 728 letter invited them to "discuss the future and options after high school."

Attached is a print-out of a letter for the first four groups. The underlined words are the ones which were individualized for each letter. Attached also is a print-out of the PFS FILE I used. The form letter employs only some of the categories on the file, and the students can be pulled up by rank, as PFS FILE will do a "between search:" for example, select all forms having the rank number between 1 and 50.

Out of my 83 letters sent, parents of 76 students came in for a conference and parents of 3 other students called. The letter also stimulated calls from parents to other counselors.



Maine Township High School East

2601 W. Dempster Street
Park Ridge, Illinois 60068
Telephone 825-4484

EXCELLENCE IN EDUCATION
MAINE TOWNSHIP HIGH SCHOOL EAST

Alfred K. H. Cochrane
Principal

Kenneth R. Faulhaber
Assistant Principal
Douglas M. Harrison
Assistant Principal

August 28, 1985

Mr. and Mrs. Concerned Parent
9808 W. Dempster
Park Ridge, Illinois 60068

Dear Mr. and Mrs. Parent:

Your daughter, Sally, has displayed fine academic achievement for three years at Maine East, and now it is time for you and Sally to begin considering college plans.

Application deadlines vary from school to school, and some are as early as mid-November. Although the senior year is just beginning for Sally, it is also the time to begin college applications. Many schools require the student to write thoughful essays, and also require letters of recommendation from the counselor and numerous teachers. The college application process is often long and detailed and I would like to insure that every thing is completed properly.

I would like to meet with you and Sally to discuss college opportunities and application processes. Although it is too early now to apply for financial aid, I will be happy to discuss this with you. There are many popular notions circulating about financial aid which are not borne out in either fact or trend. I would also like to speak with you about scholarship applications. I am sure that you have many questions about colleges and financial aid, and I will be happy to answer them (or find the answer for you.)

If you feel a meeting would be advantageous, please call for an appointment, so we can schedule a time convenient to you, me and Sally.

I look forward to hearing from you.

Sincerely,

Jane A. Simmons, Ph.D.
Counselor

EXPLANATION

This student activity file is given to each student toward the end of the year. Except for new students who must bring it up to date through the current year, it is already current on student activities for all previous high school years. The homeroom teacher gives each student his activity record and asks that each one update it for the current school year. Students annually may list activities in school and offices held, outside school such as jobs, work on political campaigns and church youth groups. Each student' file is then brought up to date in the summer. The homeroom time consumed is less than ten minutes can be done in about an hour.

This is used later in writing student letters of recommendation.

ACTIVITIES FOR: Sophomore, Susan HR CODE: 817H

GRADE 9 AT SCHOOL--1: Class Council 2: Treasurer 3: Math Team

4: French Club 5: Badminton 6:

OUTSIDE SCHOOL--1: Church Youth Group 2: Baby Sit 3:

4: 5: 6:

GRADE 10 AT SCHOOL--1: 2: 3:

4: 5: 6:

OUTSIDE SCHOOL--1: 2: 3:

4: 5: 6:

GRADE 11 AT SCHOOL--1: 2: 3:

4: 5: 6:

OUTSIDE SCHOOL--1: 2: 3:

4: 5: 6:

GRADE 12 IN SCHOOL--1: 2: 3:

4: 5: 6:

OUTSIDE SCHOOL--1: 2: 3:

4: 5: 6:

EXPLANATION

Writing counselor recommendations to accompany student applications to colleges is a major undertaking in the Fall. Not only do students applying to prestigious schools need recommendations, but also many marginal students need the personal letter.

To begin, I asked each senior applying to college to complete the attached form. (This form was done on Wordstar, and each year I can update or alter the information without retyping the entire form--this is the true "beauty" of a word processing program in the field of counseling. The repeated forms and information sheets don't have to be completely retyped to be updated.)

Next, I established a file (attached is a print-out of the file as it looks on the screen), and completed one for each school to which each student would apply. This file becomes the "data" file for the form letters for each student.

Next, the letter is written on PFS WRITE. (Again, the asterisks indicate the information which will be replaced in each personal letter.) Using the word processor allows me the following freedoms:

(1) each school receives a personal letter addressed to the director concerning the student. I am personally firmly convinced that a personal letter, done on a letter quality printer or a dot-matrix with correspondance quality creates an all important favorable first impression.

(2) various paragraphs can be added or deleted to individualize the letter for each school without the time consuming job of retyping the entire letter each time.

(3) you can write the letter at various times: just quit and save the file, and add more later.

(4) the letter can be reworked at later dates as the student applies for various scholarships or honor programs.

(5) any error can easily be corrected as you type, or after you read the "hard-copy," and the entire letter can be proofed for spelling.

(6) as the student's rank changes, or honors are won, these can easily be included in the letter.

Finally, a completed letter, with all the individual information in place, shows how much personal information can be added.

TO: SENIORS INTERESTED IN ATTENDING COLLEGE

FROM: DR. SIMMONS

RE: PROCEDURES TO FOLLOW FOR APPLICATION TO COLLEGE

1. Write to the Director of Admissions at the college(s) of your choice and request an application and information for freshmen entering in January or September of 1986. However, applications for the University of Illinois and other Illinois state schools are available from Mrs. Farrell at the end of September. Some U of I colleges have a November 15 deadline so don't delay.

2. Complete the application and leave blank any questions you don't understand.

a. Social Security number is required. If you don't have a number pick up at application at your local post office.

b. Obtain parental signatures if necessary.

c. Obtain application fee check from parent if necessary.

3. SCHEDULE AN APPOINTMENT WITH ME. It takes time to check through everything so don't wait until the last day. It takes at least 3 days to process and mail an application from our office. Remember also that the offices are closed over Christmas, so if you have a January 1 deadline, the applications must be ready to give to me NO LATER than December 12.

4. Bring the application, instruction sheet (if there are any unanswered questions), application fee, and receipt for payment of transcript to me. This is mailed AS A COMPLETE APPLICATION from the school, along with the check for the application fee if needed.

5. Your high school transcript is required with your application. The first transcript is free. Additional transcripts are $1.00. Pay in the bookstore and bring the receipt(s) to me with your application(s). You must also SIGN each time to release your grades.

6. If you check "need" under financial aid, you must file a parent confidential statement. These forms are usually available in Guidance after November 1. However they CANNOT be filed until at least January I,1984, when all your parents' income tax information for 1983 is available.

7. Listen to the bulletin for various scholarship announcements. You need to seek these out, so pay attention.

8. Boys must register for the draft at their 18th birthday to receive federal aid. Schools have been forced to put this into effect this school year, and most aid packages involve some federal funds.

TURN THIS SHEET OVER IF YOU ARE APPLYING TO A PRIVATE UNIVERSITY

9. Long Form Applications: Most of these require essays, letter of recommendation from the counselor, and from teachers. I need to know where you applying and to how many schools.

You must see me no later than middle October if you are applying to a private school. I will give you a sheet to fill out. I would like an appointment with you and at least one of your parents. At that time we will discuss schools, costs, choices for recommendations, and what their responses to your ideas may indicate. Later we will discuss interviews and most importantly, your essays.

This is a long process. You need to speak with me and then get the teachers their forms and the secondary school forms to me. I will mail all of this as an ONE PACKET, and it must be ready to go by December 12. This includes your essays. They are important so start early.

WORKSHEET FOR THOSE WRITING LONG FORM APPLICATIONS FOR COLLEGE
(Schools needing counselor recommendation or counselor/teacher recommendations

NAME: (first, middle, and last)

Rank: Number in Class GPA:

TEST SCORES:
PSAT/NMSQT: verbal: math: selection score: Commendation/Semi-

ACT: Date: Eng: Math: SS: NS: COMP:

Date: Eng: Math: SS: NS: COMP:

SAT: Date: Verbal: Math: Total:

Date: Verbal: Math: Total:

Activities and Office and year(s) of involvement:

Summer Institutes attended and year attended:

Outside of School positions, jobs, volunteer work, political or church involvement, clubs, organizations.

Miscellaneous Information if known:

Future Goals: Educational Plans:

Country of Birth: Years in US if not born here:

Citizen: Yes No: If no, are you a permanent resident? Yes No

Languages spoken in home:

Additional languages spoken:

Special skill, talents, or experiences:

Senior Classes:

STUDENT NAME: FIRST NAME:

NAME:

TITLE:

SCHOOL:

CITY STATE ZIP:

NAME2:

COMMENT:

File: B:COLREC FORM 55 Page 1

F2-Print Form F5-Date F6-Time F10-Continue

Maine Township High School East

2601 W. Dempster Street
Park Ridge, Illinois 60068
Telephone 825-4484

Alfred K. H. Cochrane
Principal

Kenneth R. Faulhaber
Assistant Principal
Douglas M. Harrison
Assistant Principal

December 17, 1985

name
title
school
city state zip

Re: *Student name*

Dear *name2*:

In a world where so many things seem to be judged in a practical and factual fashion, Sally Student seems to stand alone as a symbol of the idealist who always sees the best in everyone and assumes that everything will come out smiling, even though all the facts seem to indicate otherwise.

As a student she has always been very high in the class, and after six semesters in high school she ranks 33 in a class of 728, and her GPA is 4.12/4.0. Many students who have an average this high have taken entirely accelerated courses, but Sally has supplemented these with courses from the Fine Arts which do not carry a weighted grade point average. For most students this would decrease their grade point average significantly; however, with Sally, she has earned the A's. Throughout four years, Sally has carried accelerated courses in mathematics and French, and for three years English.

Sally was selected for the National Honor Society after five semesters in high school, which is the earliest possible time in our high school. As a member, she is asked to volunteer her free time to tutor less academically able students. Sally is one of the most often used tutors this year, and she is doing going a fine job of communicating with students who have difficulty in the classroom. Last June Sally showed that her rank was no mere accident, as she confirmed it with her SAT score. Her verbal score is 490, and her mathematics score is 710, and a Math Two achievement score of 730.

The Fine Arts have been Sally's area of expression and real enjoyment. They have also been the source of many of her co-curricular activities. Both the Concert Choir and the Concert Orchestra consider her a member of their organizations, although they must divide her time because they meet during the same hour. Sally is President of the Modern Music Masters and has been a member for two years. She has taken violin lessons for eleven years, been involved in the Variety Show and school music for several years, and written songs for two years. She has been in trios, string groups, and was selected for the Illinois Music Educator's Association Orchestra for two years. She has played in string groups, violin competitions, a quartet and a quartet at Northwestern University for one year.

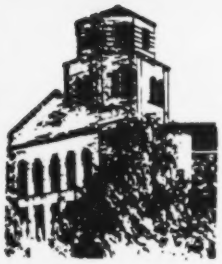
Additional activities in which Sally has participated are Mu Alpha Theta, the national mathematics honorary society, the French Club, and her church youth group for the last two years.

Sally is almost ethereal in quality. She always sees the proverbial glass of water as half full, and her joy and exuberance radiate. She inspires joy and laughter in others, and she encourages others to look on the bright side too. She is well-liked by both the faculty and her peers.

As Sally discusses her teachers, one comes to realize that there are students who truly appreciate good teachers in all areas and respond to them. Sally is such a student. I am delighted to recommend this delightful and talented young lady to you.

Sincerely,

Jane A. Simmons, Ph.D.
Counselor



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Principal

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Assistant Principal
Douglas M. Harrison
Assistant Principal

March 20, 1986

Recommendation for Sally Student

In a world where so many things seem to be judged in a practical and factual fashion, Sally Student seems to stand alone as a symbol of the idealist who always sees the best in everyone and assumes that everything will come out smiling, even though all the facts seem to indicate otherwise.

As a student she has always been very high in the class, and after seven semesters in high school she ranks 29 in a class of 715, and her GPA is 4.22/4.0. Many students who have an average this high have taken entirely accelerated courses, but Sally has supplemented these with courses from the Fine Arts which do not carry a weighted grade point average. For most students this would decrease their grade point average significantly; however, with Sally, she has earned the A's. Throughout four years, Sally has carried accelerated courses in mathematics and French, and for three years English.

Sally was selected for the National Honor Society after five semesters in high school, which is the earliest possible time in our high school. As a member, she is asked to volunteer her free time to tutor less academically able students. Sally is one of the most often used tutors this year, and she is doing going a fine job of communicating with students who have difficulty in the classroom. Last June Sally showed that her rank was no mere accident, as she confirmed it with her SAT score. Her verbal score is 490, and her mathematics score is 710, and a Math Two achievement score of 730.

The Fine Arts have been Sally's area of expression and real enjoyment. They have also been the source of many of her co-curricular activities. Both the Concert Choir and the Concert Orchestra consider her a member of their organizations, although they must divide her time because they meet during the same hour. Sally is President of the Modern Music Masters and has been a member for two years.

She has taken violin lessons for eleven years, been involved in the Variety Show and school music for several years, and written songs for two years. She has been in trios, string groups, and was selected for the Illinois Music Educator's Association Orchestra for two years. She has played in string groups, violin competitions, a quartet and a quartet at Northwestern University for one year. This year she was the only violinist at Maine East chosen to participate in the IMEA State Orchestra.

Additional activities in which Sally has participated are Mu Alpha Theta, the national mathematics honorary society, the French Club, and her church youth group for the last two years. Just last January she was named an Illinois State Scholar.

Sally is almost ethereal in quality. She always sees the proverbial glass of water as half full, and her joy and exuberance radiate. She inspires joy and laughter in others, and she encourages others to look on the bright side too. She is well-liked by both the faculty and her peers.

As Sally discusses her teachers, one comes to realize that there are students who truly appreciate good teachers in all areas and respond to them. Sally is such a student. I am pleased to recommend this delightful and talented young lady to you.

Sincerely,

Jane A. Simmons, Ph.D.
Counselor

EXPLANATION

Acquainting students with possible sources of college financial aid is an important job of the counselor for her senior students.

This year I gave my seniors the opportunity to complete a short form indicating various background information related to various scholarships that have appeared: ethnic background, union scholarships, intended majors. I stressed that I was not personally interested in this information, but intended to use it to help them learn about possible scholarships.

From this file, I can generate a personal memo to the student with the name of the scholarship for which he may qualify. The form letter is attached (the asteriks preceding and following some words indicate that this item is replaced in the printing with individual names). I pull the students from the file by indicating which category I want sorted: for example, if a scholarship for students with a Swiss background appears, I just write "Swiss" by the "ethnic background" question and the PFS FILE program selects just those forms.

Attached: General letter of information concerning the form
Copy of PFS FILE for the scholarships
Form letter on file for informing the students of the various scholarships
Filled in sample letter

FALL, 1985

TO: All Seniors

FROM: Dr. Simmons

RE: Scholarship Information Form

Many scholarships are sponsored or offered by professional groups, schools, organizations, and businesses for those planning on a college career. For example, some are offered for vocations in a health, teaching or secretarial career.

Other scholarships are offered for students living in certain areas, or interested in some activity, such as a sorority or fraternity. Others are available to students based upon ethnic or religious background. Still others are offered through the colleges themselves.

This year, to insure that you receive notification of all the scholarships made available through Maine East and for which you are qualified, I am supplying an information sheet to you.

If you supply the information as outlined on the sheet you will be notified personally of any scholarships applicable to you based upon the information you supply. It is important to notify me of any changes in the college choices or major.

FULL NAME: FIRST NAME:

SEX: HR CODE: HR.TEACHER:

COMPLETE ADDRESS:

RANK SEM 6: SEM 7: US CITIZEN: PERM RES:

INTENDED MAJOR: RELIGION:

VARSITY SPORTS: TALENT:

ETHNIC BKGRD:

UNION MEMBERSHIP OF FATHER:

UNION MEMBERSHIP OF MOTHER:

COLLEGES:

File: B:SCHINFO RETRIEVE SPEC Page 1

5-Date F6-Time F10-Continue

HR TEACHER PLEASE DELIVER

TO: *FULL NAME*

FROM: Dr. Simmons

RE: AVAILABLE SCHOLARSHIP

Based on the information you supplied to me, it appears you may want to apply for the following scholarship:

This is available in the Guidance Center. Do not hesitate to obtain the application and begin work on it. The deadline may be quite soon.

Remember to pick up the scholarship(s) now from the career counselor in the guidance center.

MR. MAINE PLEASE DELIVER

TO: SALLY STUDENT

FROM: Dr. Simmons

RE: AVAILABLE SCHOLARSHIP

Based on the information you supplied to me, it appears you may want to apply for the following scholarship:

AVON SCHOLARSHIP

This is available in the Guidance Center. Do not hesitate to obtain the application and begin work on it. The deadline may be quite soon.

Remember to pick up the scholarship(s) now from the career counselor in the guidance center.

January 9, 1986

TO:

FROM: DR. SIMMONS

RE: FINANCIAL AID FORMS FOR COLLEGE

The financial aid forms, the FAF and FFS, are here. These may be obtained in the Guidance Center.

Make sure that you fil the correct form for the school or schools to which you are applying. Some of you may need both forms.

DON'T DELAY IN GETTING AND FILING THESE FORMS. YOUR FINANCIAL AID FOR COLLEGE IS DEPENDENT ON THESE FORMS BEING FILED CORRECTLY AND ON TIME.

Allocations are made by need and date received. Be sure to watch the deadlines. Even needy students who miss the deadline are not usually granted aid.

Discuss these forms with your parents, and remind them that they need to have their income tax forms for the year 1983 completed in order to answer some of the questions on the financial aid forms.

April 16, 1986

TO: ALL SENIOR BOYS APPLYING FOR FINANCIAL AID FOR COLLEGE

FROM: Dr. Simmons

Please remember that due to a federal law passed last year, you must be registered for the draft to receive any student financial that comes from the Federal Government. This includes Pell Grants, loans, College work-study, etc.

Even if you have been accepted to a college and received an aid package, you must have a selective service number and card and produce it for the university in order to get the money.

Remember to register on your 18th birthday.

April 10, 1986 c/o Mr. Verber

Sue Senior:

The next few days maybe filled with a lot of tension for you. You will be hearing from the various colleges to which you have applied. Undoubtedly you will get some acceptances and some rejections. This is only to be expected when you apply to the schools of the caliber to which you have applied.

Most of you have asked some teacher or teachers to write in your behalf to one or more of these schools, and this is asking them to give up a significant amount of time in your behalf. Whether or not you have been as successful at each school as you would like, thank them and tell them the outcome. This is one of the intangible rewards teachers get and appreciation from students is not always expressed. When you do receive an acceptance, do let the teachers know, and do give them all the credit. This is one time you can afford to be generous and not take any credit for your own intelligence. They will be very happy for you and will let you know. If you have any questions, do let me know. One thing more. Don't forget to place in written form a refusal to any school which accepts you and which you do not intend to matriculate. If you neglect to do this, you could keep someone else out who would like to attend there. So, don't forget!!

Sincerely,

JS

P.S. Don't forget to tell me, too, your acceptances and rejections.

C/O: Mr. Verber

Sue Senior:

REMEMBER: I have to have your University of Pennyslvania mid year form as soon as you get it.

PLEASE give it to me immediately.

If you haven't given me all of your mid-year forms, please do so now.

Thanks,

Dr. Simmons

April 16, 1986

SENIORS ACCEPTED TO ONE OR MORE COLLEGES

The date by which you should respond to a college regarding whether or not you will attend there in the fall is <u>May 1st.</u> You should let the college you will be attending know that and send in all required deposits and fees.

<u>Also by May 1st, or earlier, be sure to write the colleges you will not be attending.</u> You do not have to state a reason but you it is courteous to state which school you will attend. If you do not do this, you may delay the acceptance of students who are on a wait list and are hoping for the space your refusal may offer them. PLEASE WRITE THESE LETTERS NOW!

PLEASE READ CAREFULLY AND CHECK SCHEDULE ATTACHED

TO: Students in Homerooms 702H and 703H

FROM: Dr. Simmons

RE: Information on Tests for College

Almost all colleges and universities require the ACT or SAT and possibly Achievement tests for admission.

The best time for juniors to take the tests is March and April. This year the SAT is on SATURDAY, March 15. The deadline for registering without penalty is February 7, 1986. This is the only remaining time the test is offered at Maine East this year. (The test is offered on May 3 at Maine South, and the June 7 test is not offered in District 207.) You may take the test at any location.

You should take the ACT on Saturday, April 12. The deadline for registering without penalty is March 14. The test is offered again at Maine East and Maine West on June 14.

The advantage of taking the tests in March and April is that you have a testing date later on this year to "fall back on" if something prevents you from taking the test on the earlier date. You then have a chance to improve your score by retaking the tests this year. If you wait until June, you have NO alternative test date this year.

If your class rank and test score from a spring testing combined are high enough, you may be named an Illinois State Scholar next year. This is done by the Illinois State Scholarship Commission. This is an honor, but it does NOT give you financial aid. The SAT automatically sends your score to the ISSC and the ACT will also, if you answer question 190 in the Student Profile "Yes."

All state supported universities, colleges, and community colleges in Illinois prefer the ACT test score, but many will also accept the SAT. If they have scores from both tests, you are accepted on the basis of the highest score. When you send a score to a college after a retaking of the test, your 1st score is also sent.

The ACT costs $10. and the SAT costs $11.50. Pick up the registration packets and fill out the registration sheets and MAIL THESE DIRECTLY to the test companies. Maine East has nothing to do with these tests, other than to provide the testing areas for certain test dates and make the registration materials available to you.

It is YOUR responsibility to send your test scores to the college(s) of your choice DIRECTLY from the testing company. The test price includes the sending of 3 scores. If you want them sent to other schools, do so at the time you take the test as it is less expensive them. Pick 3 schools in the area if you are uncertain of your school choice at this time. Scores can be sent to schools later, if you apply to a school other than the ones where you sent your scores.

I recommend you take at least the ACT this spring! The MAINE EAST code number is 141-595. You need to use it so your score will be sent back here. Then we have a record of and you may get your score easily.

Students finishing language sequences and physics courses: SEE ME ABOUT ACHIEVEMENT TESTS.

EXPLANATION

Parents often want to know how their child is progressing in his classes. It is difficult to contact the teachers individually, so they often contact the counselor and ask if the counselor can get a quick check on their child's progress.

On the file shown at the top of the page the student, teacher and course are listed. These are then merged with the letter below it. The first paragraph can be altered to fit the situation. The counselor should remember to list himself as a teacher to keep a record of when the check was done.

EXPLANATION

Parents often want to know how their child is progressing in his classes. It is difficult to contact the teachers individually, so they often contact the counselor and ask if the counselor can get a quick check on their child's progress.

On the file shown at the top of the page the student, teacher and course are listed. These are then merged with the letter below it. The first paragraph can be altered to fit the situation. The counselor should remember to list himself as a teacher to keep a record of when the check was done.

STUDENT NAME: Gertrude Stein

TEACHER: Mrs. Alice B. Toklas

COURSE: English Poetry

WORKCHK Form 5 Page 1

November 8, 1985

TO: Mrs. Alice B. Toklas

FROM: Dr. Simmons

RE: Gertrude Stein

Gertrude Stein's father is concerned about his child's progress in English Poetry. He would like me to mail him weekly progress reports for each of the classes. I have designed a short form. If you could complete this and return it to my box by Wednesday, I will post them to him. I am sure any additional comments would be appreciated.

CHECK LIST for Gertrude Stein in English Poetry

1. Is the daily work completed? YES NO

2. Is the daily work completed in a satisfactory manner?

YES NO

3. Is the student passing the quizzes and tests?

YES NO

4. Is the student behind in any work?

YES NO

5. Does the student display appropriate classroom demeanor?

YES NO

6. If necessary, has the student sought extra help?

YES NO

7. Have absences affected classroom work?

YES NO

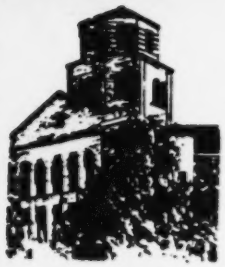
NOTE: It is the student's responsibility to maintain a record of assignments due.

EXPLANATION

One important aspect of counseling is communicating information to the students and the faculty.

Attached is a sample of various letters I use to each of these "constituents." The commendation and student of the month letters are two form letters I send to students who have received, from various faculty members, notices of exceptional achievement. This is my way of indicating to them that I am aware of their progress and am commending them on high academic success.

Other examples are the letters to homeroom teachers concerning student credits and registration, and upcoming tests for college. We depend upon our homeroom teachers to aid us in informing students. I need to communicate with my homeroom teachers with memos so all the students get this information at the same time. The computer lets me easily vary the information that pertains to the appropriate class year.



Maine Township High School East

2601 W. Dempster Street
Park Ridge, Illinois 60068
Telephone 825-4484

Alfred K. H. Cochrane
Principal

Kenneth R. Faulhaber
Assistant Principal
Douglas M. Harrison
Assistant Principal

February 26, 1986

Dear Gena,

My congratulations on your Student of the Month award in your Physical Education course. This is a real distinction for you.

I am sure that you worked hard to merit this special notice. I hope that you continue to achieve at this superior level throughout the year in this and all your courses.

I'm sure you know that this special recognition indicates that you are perhaps the best student in all your teacher's classes for the month. This is an honor!

My best wishes for your continued success in this and all your classes.

Sincerely,

Jane A. Simmons, Ph.D.
Counselor

Maine Township High School East

2601 W. Dempster Street
Park Ridge, Illinois 60068
Telephone 825-4484

Alfred K. H. Cochrane
Principal

Kenneth R. Faulhaber
Assistant Principal
Douglas M. Harrison
Assistant Principal

February 25, 1986

Dear Lorin,

My congratulations on your commendation note in Say It With Style.

I am sure that you worked hard to earn this special notice. I hope that you continue to achieve at this superior level throughout the year.

I hope that you are achieving at this level in all your courses. My best wishes to you for continuing success this academic year.

Sincerely,

Jane A. Simmons, Ph.D.
Counselor

November, 1985

TO: *teacher*

FROM: Dr. Simmons

RE: *name*

In reviewing my student's report cards, I noticed that *name* received an F for the quarter in *subject.*

I will be speaking to each of my counselees about their failures, and I would appreciate it if you would take a moment to let me know why this student failed. If you can give me an idea of what must be done to raise this grade. You can just jot it down on this sheet and return it to me.

Thank you. I appreciate you taking the time to do this.

NAME:

HOMEROOM: SPECIAL ED:

SUBJECT: GRADE:

TEACHER:

DAYS ABSENT:

NOTIFICATION DATE:

2ND NOTIFICATION DATE:

3RD NOTIFICATION DATE:

File: B:FFILE RETRIEVE SPEC Page 1

F5-Date F6-Time F10-Continue

February 3, 1986

TO:

FROM: Jane Simmons

RE: Registration Sheets

I have checked all of the sheets for your homeroom. A number are correct. A number are:

incomplete
missing parent signature
missing teacher signature for course
missing

First, return the ones which are missing a parent or teacher signature. Tell the students these have to be completed and returned to ME IN GUIDANCE on Tuesday so I can OK them and get them back by Wednesday.

Tell the students who haven't completed them that they must get their sheets completed and to ME IN GUIDANCE by Tuesday.

Some students did not have four solids each semester, and I have added a course. If they don't like this, they can see me today or tomorrow.

If the students don't have these complete and back they cannot complete the Scantron on Wednesday. They will have no classes next year.

You can simply retain the complete ones until Wednesday.

Special notes: some sheets have a white drop/take card attached to them. Return this to me with the Scantron sheet.

If a student is sick, but has the course sheet finished and completed, you can complete the Scantron. If something is missing, retain the Scantron until Friday, and we'll hope for a completion prior to that.

Note: if a student has signed up for the work program, you will get a green slip which will OK the registration. Hang onto these until Friday, if necessary, to get the slip.

JAS COPY: PLEASE READ TO YOUR HOMEROOM

The information you were given on when you take health has just been changed. Most of you will take health one semester and physical education the other. During the semester you take health, you do NOT have to take physical education. That means you will not be taking both the same semester as all the students in classes ahead of you have had to do.

If you want, you may take health in summer school. YOU WILL STILL HAVE TO TAKE ONLY ONE SEMESTER OF PHYSICAL EDUCATION. This means you will have time for an extra one semester course.

The counselors were just notified of this change. If you think you might attend summer school for health, and then want to add a one semester course to your schedule see Dr. Simmons now or when you register for summer school.

ABSENCE RULES AND OTHER DISCIPLINE POLICIES

We have an absence policy. IF A STUDENT MISSES 10 OR MORE CLASSES IN ANY ONE SUBJECT, HE/SHE CAN BE DROPPED FROM THE COURSE WITH A FAILING GRADE.

There are 3 types of absences that don't count as part of the ten (1) extended illnesses that are documented by a doctor's note given to me within 5 days of the student's return to school (2) field-trips (3) suspensions.

We have three classifications of students who are authorized absent from school. REMEMBER, WHETHER THE STUDENT IS AUTHORIZED OR NOT DOES NOT ALTER THE FACT HE IS MISSING THE CLASS; THEREFORE, THE ABSENCE COUNTS AS 1 OF THE 10.

ALL DAY ILLNESS: When your son/daughter is sick, please call the Attendance Office at the following numbers: the electronic secretary (if you call before 7:30 a.m.) 825-6328 or 825-6493.

PRE-EXCUSE: When you son/daughter must be out for family business, necessary medical appointments or whatever, we have a pre-excuse. You must call me two days in advance and I prepare a form. The son/daughter picks this up from me, has it signed by all his teachers, and returns it to the Attendance Office. This is the form to use if your son/daughter will be late to school for some reason.

LEAVING EARLY: If, for some reason, your son/daughter must leave school early, he needs to get a pass out. Again, you are to call me, and then your son/daughter picks up the pass from me, and signs out at the Attendance Office.

REMEMBER; EACH ABSENCE COUNTS AS ONE OF THE TEN.

My phone number at Maine East is 825-4484, extension 4470.

If a student is tardy to school, and misses 1/2 of a class, this counts as an unauthorized absence in that class. We do not have any excused tardies: you may not call up and excuse the tardy.

UNAUTHORIZED ABSENCE: If a student is absent unauthorized (this means that you have not excused his absence from school or from a class in one of the three ways listed above) 4 times he can be dropped from the course with an F. After each of the first 3 "cuts" you will be notified first by mail, then by a phone call from the teacher, and then by a phone call from me.

REMEMBER: IT IS YOUR SON/DAUGHTER'S RESPONSIBILITY TO MAKE-UP ALL WORK MISSED DURING THE ABSENCES; YOUR SON/DAUGHTER MUST ASK THE TEACHER FOR THE WORK AND BE RESPONSIBLE TO MAKE UP THE TESTS, USUALLY NOT DURING REGULAR CLASS TIME.

January 24, 1986

TO: Mr. Swim

FROM: Dr. Simmons

RE: Bob Stroker

This is to notify you that the above named student has given me a doctor's note covering an illness on:

January 21 and 22, 1986

Since this is not an absence of 4 days it cannot be considered an "extended" illness, but I wanted you to know that a doctor was seen and there is a note on file.

Thank you.

September 23, 1985

TO: Miss Teacher

FROM: Dr. Simmons

RE: Gail Good

Please do note count the following dates as part of the 10 absences which accumulate toward a drop from your class:

September 25, 1985

There is a clergyman's note on file signifying this is a day of religious observance.

Thank you.

EXPLANATION

The various short notes to the faculty are a result of our school's absence policy. Since a student may be dropped from a class if he accumulates more than 10 absences per semester, I need to notify the faculty when the student has a doctor's note for illness, or a note from a clergyman for a religious observation, as these day are exempted from the 10 days if they are documented. All I have to type in is the name of the student's teachers, the student name, and the dates.

February 24, 1986

TO: Mr. Teacher

FROM: Dr. Simmons

RE: Rachel Brown

Please do not count the following dates as part of the 10 absences which accumulate toward a drop in your class:

February 10-14, 1986

There is a doctor's note on file for these dates.

Thank you.

NAME:

FIRST NAME:

HOMEROOM TEACHER:

HOMEROOM CODE:

PHONE:

ADDRESS:

CITY:

EXPLANATION

Many of us double as club sponsors and coaches and we need to communicate with the students involved in our activities.

Above is an example of the PFS FILE I use with my club members. Using WRITE, a personal letter, such as the one below, can be written to each student. This means only one letter has to be written, and the personal touch does get more members involved.

Remember, you design the file, and you put down what information you wish to maintain for each participant. For example, a coach could record meets, times, etc. REPORT could then organize this material in many different orders, but it would have only to be entered once.

To: *Name* C/O: *Homeroom Teacher*

January 7, 1986

Dear *First Name*,

Don't forget the Korean Club meeting in Room 120 on Friday, January 10, 1986 at 7:30. We will be discussing our part in Demonfest and the responsibilities our sophomores and juniors will take. Thanks for being prompt.

Your Officers,

Sue, John, Lisa and Joanne